

Central Washington University
May 5-9 2007
Administrator Preparation Program

STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)

Operating Procedures, Membership, Meeting Times

The unit has established a PEAB in accordance with WAC, with the requisite membership. There are currently nine voting members on the PEAB, including three appointed by the Washington Association of School Administrators, three by the Association of Washington School Principals, and one by the Washington Federation of Independent Schools. The teacher position (Washington Education Association appointment) is currently vacant.

The PEAB has met four times a year. In those meetings, they have discussed a variety of issues, including admission requirements for program administrator candidates, administrator professional certification, and future directions for the program. The PEAB also participates in screening of candidates for the program.

The PEAB has submitted an annual report with all requisite information in each of the past five years, and has reviewed the program approval standards within the past five years.

Recommended rating: Met

Collaborative Function

PEAB minutes and annual reports, as well as interviews with PEAB members provided evidence that the program and PEAB have a collaborative relationship. The PEAB has reviewed graduate surveys, placement results, and other data. PEAB members indicated that the program does a good job of informing them of candidate progress. However, much of the assessment data reviewed by the PEAB appears to be individual and qualitative in nature rather than aggregated across cohorts.

During the past year, issues related to enrollment and a slower than expected recruitment and selection of a program director have focused much of the PEAB's discussion on the future of the program. Because of the broad-based and ongoing nature of the discussion, the PEAB has made relatively few specific recommendations at recent meetings, but members expressed confidence that things are moving in the right direction. PEAB members indicate the program welcomes feedback provided by the PEAB and is responsive to recommendations.

Recommended rating: Met

STANDARD 2: ACCOUNTABILITY

Learner Expectations

The unit has aligned its administrator preparation course work with the Washington Administrative Code (WAC), the unit standards designed by the Center for Teaching & Learning (CTL), the Interstate School Leaders Licensure Consortium (ISLLC) standards, and the National Board for Educational Administration (NBEA). While not all of the course syllabi were available, the ones that were reviewed revealed that the program has made clear linkages between the various standards and corresponding course work. For example, in EDSE 512, the syllabus clearly articulates the ISLLC and NBEA standards that candidates will attend to during the course. This is then followed up with specific objectives that the candidates will be expected to demonstrate proficiency on to meet the expectations for the course. While this is a single example from the program, there are other indicators, including interviews with faculty members, which demonstrate the unit has clearly aligned the various standards with the program goals and objectives.

Recommended rating: Met

The Assessment System

The unit's Assessment Committee, established in 2001, consists of 27 members who represent the various programs. However, according to the current committee roster, the administrator preparation program does not have a representative on the committee.

While the unit has developed a broad plan of assessment for its administrator preparation program, there is not significant evidence that the administrator program is systematically collecting and aggregating data. The unit's system charts four transition points for all of its candidates (although it is not clear how Transition IV applies to the administrator program at the current time). Transition I – Admission; Transition II – Completion of pedagogical core and content courses; Transition III – Completion of student teaching/internship experience (graduation); Transition IV – Completion of professional cert/continuing education/NBPTS. In the administrator preparation program, the transitions are assessed in the following ways:

- Transition I – Application, statement of professional goals, three letters of recommendation, transcripts, one year of successful teaching
- Transition II – Completion of course work, maintain 3.0 GPA
- Transition III – Must demonstrate their content, pedagogical, and professional knowledge and skills. This is accomplished through observations, rubrics, and a portfolio that are linked to national, state, and unit standards.

With the adoption of LiveText, an electronic data management system, in 2003, the unit began the process of developing a system that could aggregate program data for the various programs. However, within the administrator program, there has been no course

or program adoption of the system at the time of the visit. Consequently, the administrator program does not use information technologies to allow for timely and efficient use of data for program decisions.

Recommended rating: Unmet

Use of Data for Program Improvement

Given that the unit does not currently collect, compile, summarize, analyze, or report its program data, there is little opportunity to use data for program improvement. While at the time of the visit the administrator program was “on reserve,” there is no indication that the unit was attempting to systematically use data prior to this time within the administrator program.

The unit does maintain placement records for all of its administrator candidates and surveys them on program satisfaction at the 1st and 3rd year post certification. The response rates for these surveys are at 30% and there is evidence that this data is shared with the Professional Education Advisory Board for Administrators. However, the analysis of the survey data at this point is limited in its scope.

As the unit related on numerous occasions to the visiting teams, both through written documentation and in conversation, they have not systematically collected or aggregated data for their administrator preparation program. While there are plans to complete this work in the near future, at the time of the visit this was not complete and, consequently, they were unable to meet the intent of this standard.

Recommended rating: Unmet

Positive Impact on Student Learning

While there is a lack of systematic program data for the unit, interviews with program faculty and a review of course syllabi indicated that administrator candidates are expected to focus on having a positive impact on student learning and to assess its effectiveness. In the final portfolio that is submitted at the end of the program, there were clear examples of how candidates were being asked to demonstrate their effect on student learning.

Recommended rating: Met

STANDARD 3: UNIT GOVERNANCE AND RESOURCES

Unit Leadership and Authority

The Center for Teaching and Learning (CTL) is the interdisciplinary organization of the university charged with planning and delivering preparation programs in teaching, school administration, school counseling, and school psychology. Governance is provided through an Executive Board under the leadership of the dean of the College of Education and Professional Studies (CEPS). Membership of the Executive Board includes the deans of the College of Arts and Humanities (CAH) and College of the Sciences (COTS), the CEPS associate dean, and a local school district administrator. The Professional Education Advisory Boards (PEABs), Assessment Committee, and Candidate Scholarship Committee report directly to the Executive Board.

An Advisory Council led by the CEPS associate dean provides overall leadership to the CTL. The work of the Advisory Board is accomplished through seven standing committees in the areas of diversity and equity, undergraduate curriculum, graduate programs, candidate admission/recruitment/retention, P-12 school-based services, educational technology, and faculty development and scholarship. Members of the standing committees make recommendations to the Advisory Council which in turn, carries recommendations forward to the Executive Board.

The CTL includes all fulltime and part time faculty housed in the CEPS, COTS, and CAH who teach courses in professional core or teaching methods. The PEABs, Assessment Committee, Candidate Scholarship Committee and Advisory Council as well as the seven standing committees of the Advisory Council include representation from these colleges. The CTL Policy Manual provides the structure and procedures for governance, general policies, and policies related to faculty, students and curriculum of the CTL. Meeting minutes of committees that maintain them were not recent in some cases, but sufficient to reflect the cohesiveness of the unit.

There has been a leadership void in the Education Administration program given the retirement of the program director followed by multiple recruitment efforts. The unit should seek stability in leadership during this transition period. A qualified applicant has very recently accepted the unit's offer of the position effective fall, 2007.

Unit governance and leadership provided through the CTL is inclusive, well-structured, and responsive to the issues and challenges at hand. Evidence includes organizational and governance charts, the faculty membership roster, meeting minutes, the policy manual, and interviews with CTL committees and university leadership.

Recommended rating: Met

Qualified Faculty and Modeling Best Practices in Teaching

As evidenced by summary charts and vitae, 64% of the 157 CTL faculty members have a doctoral degree, 5% have a master's in fine arts, and 31% have a master's in an area other than fine arts. Faculty who have not earned a doctorate demonstrate exceptional expertise in their areas of assignment, and 102 or 66% have greater than five years teaching experience in higher education. University field supervisors have contemporary professional experiences in school settings. Cooperating teachers who mentor candidates during their student teaching internship must have a minimum of three years of successful teaching experience and hold the appropriate teaching certificate for their classroom assignment according to Office of Field Experience procedures.

Program faculty have a thorough understanding of the content they teach and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. It is clear from course syllabi and interviews that faculty encourage candidates' development of reflection, critical thinking, problem solving and professional dispositions. Course syllabi and examples of faculty teaching demonstrate best practices in the use of assessments, multiple instructional strategies, and the integration of technology and diversity. Syllabi also clearly reflect the unit's conceptual framework as well as research, theories, and current developments in the field and in teaching.

Evidence of faculty teaching effectiveness is reflected in results of the Student Evaluation of Instruction (SEOI) completed by candidates at the end of each course professional core and content area course. Teaching effectiveness and the use of best practices is also evidenced by interviews with faculty, students and PEAB members, and by the recognition of many faculty members through teaching awards from local, state, and national organizations.

Recommended rating: Met

Modeling Best Practices in Scholarship

Faculty are actively engaged in scholarly work related to teaching, learning and their field of specialization as evidenced by vitae. Faculty in the Education Administration program are involved in inquiry and different types of scholarly work through publications and presentations at local, state, and national professional conferences.

Recommended rating: Met

Modeling Best Practices in Service

Service to the college, university, P-12 schools, the community, and local, regional and national organizations is provided by faculty through a broad range of activities as documented by vitae. Faculty are actively involved with the professional world of

practice in P-12 schools, in professional associations, and they provide education-related services at local, state, and national levels.

Recommended rating: Met

Experience working with Diverse Faculty

The CTL unit represents about 39% of the total faculty of the university. Of these, 16 or about 10% of the total faculty are of diverse ethnicity. Updated ethnicity and gender of the 157 unit faculty members as reported on the *CTL Faculty Summary by Ethnicity* exhibit and the *CTL Faculty Membership* exhibit are provided below.

Initial Programs 57	1 American Indian or Alaskan Native 1 Black, non-Hispanic 49 White, non-Hispanic 6 Not Reported
	35 Female 22 Male
Both Initial Programs and Advanced Programs 82	2 American Indian or Alaskan Native 3 Asian or Pacific Islander 4 Black, non-Hispanic 3 Hispanic 58 White, non-Hispanic 1 International/Non-resident Alien 1 Unknown 10 Not Reported
	34 Female 48 Male
Advanced Programs 16	1 American Indian or Alaskan Native 14 White, non-Hispanic 1 Not Reported
	7 Female 9 Male
Administration 2	1 White, non-Hispanic 1 Unknown
	2 Female

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with higher education faculty representing diverse populations, and also that the unit faces challenges in the area of diversity. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed a series of recommendations for increasing recruitment and access within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. A related recommendation includes the initiation of departmental faculty outreach that would utilize connections of current faculty of color through their wide-ranging networks. There was no evidence of an explicit plan to ensure candidates interact with higher education or school faculty.

The unit uses the *Best Practices* of the university in its faculty recruitment, selection and retention efforts. These guidelines support the encouragement of diverse applicants, and applicants with experience working with students from diverse backgrounds and in mentoring women, minorities, students with disabilities, or other under-represented groups.

Recommended rating: Met

Experience Working with Diverse Candidates

The region of Kittitas County is predominantly White, non-Hispanic (93.7 %). White non-Hispanic population of each geographical area served by the university is 51.3% in Eastern Washington, and 63.3% in Western Washington. As such, candidates who complete their preparation program through off-campus university centers in Des Moines, Lynnwood, Moses Lake, Pierce County, Wenatchee and Yakima are more likely to encounter candidates of color or ethnic diversity than those who complete their program at the Ellensburg main campus.

Diversity representation of candidates in advanced programs of teacher education and other school personnel in 2005-2006 is less than that of the university overall, with an identified White, non-Hispanic representation of 84.2% and 77.9%, respectively. Comparison data with the state and public school populations is consistent with that of the university and CTL candidate population.

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with other candidates representing diverse populations, and also that the unit faces challenges in the area of diversity. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed a series of recommendations for increasing recruitment and access within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. A number of recommendations include exciting and creative strategies that would support the interaction of candidates with other candidates of diverse populations however there is no evidence of an explicit plan.

There is evidence that when possible, course instructors provide opportunities for candidates to interact with each other to learn about their respective contributions to diversity.

Recommended rating: Met

Experience Working with Diverse Students in P-12 Schools

Aggregated data for the period of 2003-2006 indicate that 76% of advanced program internship placements were made in the six most diverse school districts of the placement region. There was a variance between the exhibits on *District Diversity Data* for the aggregate three year period and for each of the three years, reporting that the 51 districts

in which advanced program interns were placed had a White, non-Hispanic population of 61.2% and 55.2%, respectively. However it is clear that non-minority representation of placement districts overall, is less than that of the 70.7% at the state level. There is no guarantee that candidates in the teacher preparation program will have a diverse field experience.

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with P-12 students representing diverse populations. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed recommendations for infusing cultural competence into the professional sequence within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. One component addresses field-based diversity experiences however there is no evidence of an explicit plan to include field experiences in settings with exceptional populations and students from different ethnic, racial, gender and socioeconomic groups.

Recommended rating: Met

Collaboration

The organizational structure of the CTL facilitates a strong culture of collaboration between and among faculty in professional education, faculty in academic departments across the university, and colleagues in P-12 schools. As indicated under the Unit Leadership and Authority element these groups are broadly represented within the unit. It is apparent from interviews with faculty members and CTL committees that faculty are engaged as a community of learners in support of the conceptual framework and scholarship. There are multiple examples of collaborative efforts between CTL faculty, candidates and P-12 schools, including activities that involve the greater community. Professional development offered through the Educational Technology Center (ETC) is available to members of the CTL, the greater university community and colleagues in P-12 schools.

Recommended rating: Met

Unit Budget

The budget for the preparation of professional educators has increased more than 24% over the past six years, from \$2,943,714 in FY 2000-2001 to \$3,663,064 in FY 2005-2006. CTL budget allocations have been consistently proportional to those of other units of the university during this timeframe as exemplified in FY 2005-2006, when the unit budget was 10.4% of the Academic Affairs budget and 4.8% of the overall University budget.

The budget is sufficient to support ongoing unit operations and programs that prepare candidates to meet standards as evidenced by published documents and interviews with the CTL unit and university leadership. Funds are allocated for personnel, instruction,

curriculum materials, technology, and professional development. External grants from public and private agencies average about \$1.25 million annually over the past four years.

Recommended rating: Met

Personnel

In March of 2006, the university Board of Trustees approved the first collective bargaining agreement between the United Faculty of Central and Central Washington University. Conditions with respect to faculty appointments, performance evaluations, working conditions and workload are delineated therein.

Workload policies including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Normally, faculty workload consists of a balance of teaching, scholarship and service. Tenured and tenure-track faculty are responsible for 45 workload units per academic year, with one unit equal to the equivalent of one contact hour of teaching, or equivalent scholarship or service effort. A total of 101, or 63% of the faculty involved in educator preparation programs hold tenure or tenure-track positions. The remaining 56 are fulltime non-tenure track or part time adjuncts.

The unit makes appropriate use of fulltime and part-time clinical faculty and graduate assistants so that program coherence and integrity are assured. Of the 32 faculty members involved in field supervision during 2006-2007, six are fulltime tenure-track, one is fulltime non-tenure track, four are on one-year contracts and 21 are part time adjuncts. There are 38 graduate assistants assigned to educator preparation programs across the colleges of the unit. A total of 12.75 FTE staff members provided support to the CEPS, each with specific roles and assignments. Additional support staff in other colleges of the CTL unit are part of a larger department and provide support to the CTL unit personnel as needed.

The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology. Funding for professional development in the amount of \$700 per year is made available by the Provost, and the Graduate School provides \$300 in matching funds to individuals whose application meets specific criteria. The deans of the three colleges that comprise the CTL provide \$300 in support for travel and expenses related to professional development. Professional development offered through the Educational Technology Center (ETC) is available to members of the CTL, the greater university community and colleagues in P-12 schools. As evidenced by faculty workload policies, the use of graduate assistants and certification responsibilities assigned to staff, candidates in educator programs are appropriately advised of course, program, and certification requirements. Certification records are maintained in a systematic manner.

Recommended rating: Met

Unit Facilities

The CTL unit maintains outstanding facilities on campus and at the six University Centers located off-campus in partnership with community colleges. Black Hall, the home of the CEPS, was extensively renovated in 1998 and comprises 105,000 square feet of floors space designed to meet the professional education needs of candidates, faculty and the community. The standard faculty office is 140 square feet equipped with ergonomically designed furnishings and voice, data and video connectivity. Candidates in professional education programs also use Hogue Technology, Michaelson Hall, and the Science Building.

As evidenced by tours of the campus, buildings, workspaces, classrooms including distance education facilities, and virtual tours of the University Centers it is clear that the unit provides exemplary facilities in support of all professional education programs.

Recommended rating: Exemplary

Unit Resources Including Technology

The university provides an array of services and resources to candidates through units such as the Academic Advising Center, Student Health and Counseling Center, and Career Services. University facilities are well-equipped with technology and communication equipment with over 20 computer labs located across campus. Labs are maintained by the respective colleges in which they are located, and lab assistants are available in each area to assist candidates as needed. Classrooms are furnished with equipment that facilitates group work in a variety of special arrangements. Academic technology and administrative computing services are provided through units of the university.

The Brooks Library and the Education Technology Center (ETC) provide resources that are adequate in scope, breadth, currency and multiple perspectives. Users have 7/24 Internet access to library collections, which exceed 1.3 million volumes, films, government documents, maps, audio recordings, videos and DVDs. Library services are provided to university departments through liaisons, including to faculty and candidates at off-campus University Centers.

Of note is the ETC state-of-the-art facility open to all university faculty, staff and students in Black Hall. The ETC was established in 1998 with resources previously housed in the Brooks Library. The ETC provides instructional technology leadership, workshops and resources to faculty, staff, candidates and P-12 schools associated with professional education programs. As evidenced by a tour of the facility the ETC is a dynamic, interactive, and supportive learning center.

Recommended rating: Met

Unit Evaluation of Professional Education Faculty Performance

The unit conducts systematic and comprehensive evaluations of faculty teaching performance. Policies on retention, promotion and tenure may be found within the collective bargaining unit agreement, and each college with representation in the CTL unit. Evaluations are used to improve teaching, scholarship and service of the faculty. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology. Funding for professional development in the amount of \$700 per year is made available by the Provost, and the Graduate School provides \$300 in matching funds to individuals whose application meets specific criteria. The deans of the three colleges that comprise the CTL provide \$300 in support for travel and expenses related to professional development. Professional development offered through the Educational Technology Center (ETC) is also available to members of the CTL, the greater university community and colleagues in P-12 schools.

Recommended rating: Met

STANDARD 4: PROGRAM DESIGN

The Conceptual Framework

The status of the conceptual framework for the school administration program is not completely clear. While the Institutional Report clearly delineated the conceptual framework for teacher, school counselor, and school psychologist programs, there was no explicit description of the conceptual framework for the school administration program. The program handbook briefly discusses the program's mission, but there is no apparent discussion of the constructivist philosophy to which it subscribes. One syllabus did say, "As part of CWU's commitment to prepare highly qualified educators, this course utilizes our constructivist philosophy." However, the framework and its impact on the program was not clearly described. Given recent turnover in program personnel and the program's "on reserve" status, the team was not able to determine the degree to which the framework guides the program.

Recommended rating: Unmet

Recruitment, Admission, and Retention

The unit's admission practices are described clearly and consistently in publications, and decisions about candidate performance are based on multiple assessments made at admission, transition points, and program completion: One year of successful contracted teaching experience in k-12 is required; one of three required recommendation forms for admission must come from the prospective candidate's current principal, and prospective candidates must be fully admitted into either the Master's program or the Administrator Certificate Program. To be admitted a candidate must have submitted personal statement of educational/professional objectives, letters of reference, GRE, and a 3.0 or higher GPA.

During interviews candidates stated that they have access to student services such as Academic Advising, Student Health/Counseling Center, and Career Services.

Recommended rating: Met

Learner Expectations

The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. These are stated in the course syllabi, the program handbook, the catalogue and by faculty. During interviews, candidates stated that the expectations were clearly presented via course expectations, internship expectations, and faculty expectations.

Recommended rating: Met

Field Experiences and Clinical Practices

No practicum is required in the school administration program; however, a year-long internship is. Candidates are encouraged to pursue diverse experiences in education settings. The internship is offered by and supervised/evaluated by the CTL and the cooperating school district faculty. Assessment of a successful internship is documented by intern's portfolio: quarterly plans, daily log of experiences, quarterly reports, final Analysis of Internship Experiences and Activities, and self-evaluation of internship experience.

Recommended rating: Met

Entry and Exit Criteria

The entry and exit criteria for candidates in clinical practice are well publicized in student handbooks, brochures and course syllabi. The Student Handbook also clearly states the regulations that must be followed and met in accordance. Candidates are clear that all course work must be completed and the internship and comprehensive exam or thesis/project must be completed prior to exit.

Recommended rating: Met

Collaboration with P-12 Schools

The program connects its work to P-12 education by a variety of means, starting with the admission process, which requires that applicants submit a letter of recommendation from their current principal.

The yearlong internship is founded on collaboration. The school district supervisor/mentor is actively involved in planning, implementation, and evaluation of the candidate's performance. Candidates are thus able to connect their internship with meaningful experiences and activities in the school environment.

In addition, PEAB members indicated that program personnel regularly seek guidance from practitioners and are responsive to recommendations. PEAB members also participate in selection of candidates.

Recommended rating: Met

Regionally Accredited Degrees

All candidates for the teacher certificate will hold upon their completion a baccalaureate degree and a Master's degree from a regionally accredited college or university.

Recommended rating: Met

STANDARD V: KNOWLEDGE AND SKILLS

The educational leadership program leads to certification as a principal or as a program administrator. In both cases, programs are designed to provide candidate knowledge and skills based on the standards of the Interstate School Leadership Licensure Consortium (ISLLC), which are also used as standards for administrator preparation programs in Washington.

Examination of course syllabi and the program handbook indicated that candidate learning experiences are aligned with the six ISLLC standards, both in coursework and during the internship. For example, internship activities are framed and evaluated in reference to the ISLLC standards, and candidates also complete a post-internship self-evaluation based on ISLLC. However, although coursework and field experiences appear to be aligned with state standards, and interviews with candidates, graduates, and supervisors indicated that candidates were well-prepared, there was little evidence of aggregated data showing the degree to which candidates are achieving the standards. No examples of aggregated data were entered into LiveText. The program provided several examples of candidate work samples (portfolio) which reflected the state standards, but the lack of aggregated data candidate performance left unclear the degree to which the sample portfolios were typical candidate work. The program also administers a survey of program completers. Results have been generally positive, but there was again no evidence that data had been aggregated or linked to the standards.

A possible source of evidence for principal and program administrator programs comes from the common performance indicators that approved programs are expected to use. These assessments, which have been developed collaboratively by OSPI and educational administration programs across the state, are closely aligned with state standards for educational administration programs. The program handbook clearly describes these products, but syllabi and the program's standards alignment matrix provided little evidence that these products were currently being used, and several program faculty did not seem familiar with these assessments.

There was also no evidence (in the handbook, candidate work samples, or interviews with faculty) that the program asks candidates to prepare a draft professional growth plan.

In summary, the principal and program administrator preparation programs are designed in a way that provides candidates with appropriate coursework and experiences to meet state standards, but there is little aggregated evidence to verify candidate achievement of the standards.

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

Assignments and experiences aligned with this component are adequately addressed in coursework and the internship, but the degree to which candidates meet the standard is unclear. Some course projects, such as developing a mission and vision statement, offer potential evidence but assessment results have not been entered into the unit's LiveText

system or otherwise aggregated.

Recommended rating: Unmet

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Assignments and experiences aligned with this component are adequately addressed in coursework and the internship, but the degree to which candidates meet the standard is unclear. Potentially strong evidence is available through the program's internship evaluation, but assessment results have not been entered into the unit's LiveText system or otherwise aggregated.

Recommended rating: Unmet

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Assignments and experiences aligned with this component are adequately addressed in coursework and the internship, but the degree to which candidates meet the standard is unclear, as assessment results have not been entered into the unit's LiveText system or otherwise aggregated.

Recommended rating: Unmet

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources

Assignments and experiences aligned with this component are adequately addressed in coursework and the internship, but the degree to which candidates meet the standard is unclear, as assessment results have not been entered into the unit's LiveText system or otherwise aggregated.

Recommended rating: Unmet

Acting with integrity, fairness, and in an ethical manner

Assignments and experiences aligned with this component are adequately addressed in coursework and the internship, and the program's quarterly assessment and internship evaluation offer potentially strong evidence. However, the degree to which candidates meet the standard is unclear, as assessment results have not been entered into the unit's LiveText system or otherwise aggregated.

Recommended rating: Unmet

Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

Assignments and experiences aligned with this component are adequately addressed in coursework and the internship, but the degree to which candidates meet the standard is unclear, as assessment results have not been entered into the unit's LiveText system or otherwise aggregated.

Recommended rating: Unmet